Weekly Curriculum Overview

Year Group: 5 Week beginning: 12.10.2026

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the Year Group Noticeboards. This is the work that the children will be doing in school. Please note that Homework will be shared via your child's homework book. Homework will be set on a Friday and will be expected to be completed by the Wednesday of the following week. Please speak to your child's class teacher if you have any further questions about homework.

Reading	**This week's reading focus is:**	**Reading Strategies: Strategy 5 Notice a Breakdown** **Week 7- Draw on knowledge of vocabulary to understand texts**		
	SESSION 1	**SESSION 2**	**SESSION 3**	**SESSION 4**
	To recognise when something read doesn't make sense	To be able to identify strategies that could help	To be able to apply to recognise when something doesn't make sense, identify repair strategies and use to help themselves understand a text.	Letter Pattern/ Rule:
	To use strategy: Notice Stop Think Repair CT Models. Teach strategy using a short extract. Children given opportunity to practise and discuss	Work on extracts which represent different aspects of how a text cold cause problems: 1. Pronouns, ambiguity and tracking of characters 2. Inference, missing understanding 3. Chronology and contradictions	Children work independently on an Extract from 'Rose Campion and the Stolen Secret' By Lyn Gardner	Activities:

SESSION 1 l	**SESSION 2**	**SESSION 3**	
	Spelling suffix -al	Spelling suffix -al	SPELLING SUFFIX -AL
	R Target Spelling Word Bank: Revisit ous words **circumstantial confidential essential impartial influential potential preferential residential substantial** **Group 2**	Target Spelling Word Bank: **circumstantial confidential essential impartial influential potential preferential residential substantial** **Group 2**	Target Spelling Word Bank: **circumstantial confidential essential impartial influential potential preferential residential substantial** **Group 2**

	circle, complete, describe, experiment, favourite, recent, reign, separate, suppose, therefore	circle, complete, describe, experiment, favourite, recent, reign, separate, suppose, therefore	circle, complete, describe, experiment, favourite, recent, reign, separate, suppose, therefore
	- Activities: Review ous words with dictation sentences. • Begin to Introduce new spelling suffix rule	Activities: • Spelling sheds for root circ, side investigation (dictionaries)	Activities: • Morpheme map • Missing word sentence dictation
	Words above for main group Support: Group 2 words: circle, complete, describe, experiment, favourite, recent, reign, separate, suppose, therefore		

English Writing

LINKED TEXT:

By the end of the week, I want the children to have:

Necessary Prior Learning and Key Vocabulary (for pre-teaching):

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To develop vocabulary	• *Children will be able to use a broader range of vocabulary avoiding repeating nouns*	**Think Back Task- (Recap) - You do**	**What exactly happened during the robbery? Do we know? Establish last week we established key facts that created an orientation paragraph but this only tells us the essential information which helps a reader decide whether to read on or not**
		Introduction - I do	**Today we are going to be building a vocabulary wall to help us create the detail of the robbery.**

<table>
<tr><td rowspan="5">To practise sentence openers</td><td rowspan="5">(using synonym e.g. robbers, thieves, culprits etc).
Children will gain confidence in being able to start sentences in different ways.</td><td>Modelling and Explanation - I do/We do</td><td>Start to fill in nouns can see in illustration in a colour. Then model choosing good quality adjectives and placing them before nouns. Then model thinking of suitable adverbs that could link with verbs etc. Children then work together for a short while identifying other nouns. Can they think of suitable adjectives? More than 1! Complete the table with the children discussing vocabulary options to ensure they have a wide range of choice available to them.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td>Once complete demonstrate creating description, verb and preposition (Where?) openers for their sentences, Model choosing suitable words . Children then work on whiteboards to create sentences of their own using different elements of the robbery illustration. Those they really like will be written in their books.</td></tr>
<tr><td colspan="2">Adaptations to Independent Writing- You do- We do
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH
What is the expected outcome/ what resources will be needed?
(INCLUDE NAMED CHILDREN)
SUPPORT | GDS CHALLENGE
Children will work with an adult to create the appropriate sentence openers. Adult can demonstrate more examples, then letting children have a go on their own. They can use a table mat prompt if they want | Children can create a paragraph of description including the 3 opener types but including DA-WAVE
Core Task
Children create their sentences for D --W-V.
Can they include a fourth sentences to describe something different starting with an adverb
Suddenly, anxiously, determinedly etc</td></tr>
<tr><td>Hinge Point Question</td><td>What do we need to remember after all our Dadwaver openers?</td></tr>
<tr><td>Plenary / Next Steps</td><td>Tomorrow we will be looking at a range of sentence structures to help improve our News Report writing,</td></tr>
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<table>
<tr><th>LEARNING OBJECTIVE</th><th>SUCCESS CRITERIA
(What will you be assessing through the lesson?)</th><th colspan="2">LEARNING SEQUENCE
(INCLUDE ADULT SUPPORT)</th></tr>
<tr><td rowspan="3">Day 2:
To Practise a range of sentence structures</td><td rowspan="3">Children will be more confident in creating different sentence structures when writing and begin to be able to make</td><td>Think Back Task- (Recap) - You do</td><td>Yesterday we practised our sentence openers. Today we are going to look at other sentence structures that help us write effectively. Help us add detail and description.</td></tr>
<tr><td>Introduction - I do</td><td>Introduce and model a 3-ed sentence.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td>Model how we construct such a sentence, types of words we choose. Children practise constructing this type of sentence. CT circulates addressing misconception with the class.</td></tr>
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	choices when writing for effect.	**Guided Practice - We do- You do**	**Then we move on to a sentence of 3. Demonstrate how this is constructed. Using a range of words given children practise verbally constructing their sentences until confident. Then demonstrate writing these using comma appropriately. Children practise on whiteboards and once happy write the sentences they like into their books with accurate punctuation. Finally, emotion, sentence. Once children have practised these and written any they like. into their book they then write a descriptive paragraph about the robbery. CT models constructing one first.**

		Core Task
SUPPORT	**GDS CHALLENGE**	Core are to write a paragraph including details of different aspects of the robbery. Can they include the openers from yesterday and some of the sentence structures practised today? Ensure they don't repeat information. Past tense. Third person.
Children work with an adult to create their paragraph. TA guide writes a paragraph, but children are encouraged to add own ideas. Can they include the 3 openers and one of the new sentence structures in their writing?	**Children to write a detailed description of the robbery to fill in the detail for the News readers. Their challenge is to include the 3 openers and all sentence structures without repeating details. Past tense, third person**	

Hinge Point Question	**Did you manage to give details without repeating anything?** **Did you write in past tense?**
Plenary / Next Steps	We have now looked at the orientation paragraph of a report and the main body. But the main body also includes a paragraph of what people have said (eye-witnesses). We will look at this tomorrow.

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**

<table>
<tr>
<td rowspan="8">Day 3:
To revise direct and reported speech</td>
<td rowspan="8">

Children will be able to use direct speech punctuation more accurately and confidently.
Children will know the difference between reported and direct speech and be able to write both.

</td>
<td>Think Back Task- (Recap) - You do</td>
<td colspan="3">Remind children of the direct speech work we did in Year 4 when doing Hello Lighthouse. Then, we looked at direct speech punctuation, synonyms for said and how we could integrate action with speaking to move a story on.
What do we mean by direct speech? How do we know someone is speaking when we read?</td>
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<tr>
<td>Introduction - I do</td>
<td colspan="3">Demonstrate how we can have a reporting clause at the beginning of spoken words or at the end and draw attention to synonyms for said. Discuss how this can tell us a lot about the person speaking.</td>
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<tr>
<td>Modelling and Explanation - I do/We do</td>
<td colspan="3">Then look at integrating something the character does at the same time which tells us more about them. Children have two pieces of direct speech including synonyms for said. They have to with a partner come up with something they might do at the same time as they are spealing which may show how they are feeling. Also go over the difference with reported speech</td>
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<tr>
<td>Guided Practice - We do- You do</td>
<td colspan="3">Using ideas from children choose someone they think a reporter may try to talk to. Think about……What will they have experienced of the raid
What will they have seen , heard? What might they be doing when they are speaking to you? How might they be saying the words? We create some direct speech modelling punctuation again. Children then write what a couple of different people may say to the reporter using accurate punctuation, synonyms for said and integrating action.</td>
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<td colspan="4"></td>
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<tr>
<td colspan="2"></td>
<td>Core Task</td>
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<td>SUPPORT</td>
<td>GDS CHALLENGE</td>
<td rowspan="2">Children write one direct speech and 1 reported speech paragraph. They punctuate direct speech accurately and choose where the reporting clause will go. They use synonyms for said AND try to integrate action. Checklist will be available if they feel they need one.</td>
</tr>
<tr>
<td>Children create direct speech with reporting clause after spoken words. Include synonym for said and try to integrate action in one of them. They have a checklist to follow to help them remember the Steps for accurate punctuation of direct speech. TA models process again for them before they write.</td>
<td>Children should write what a variety of people say picking appropriate synonyms to show not tell how they are feeling and adverbs. They use reporting clauses in different places and integrate action using accurate punctuation. They also include reported speech.</td>
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<tr>
<td colspan="2">Hinge Point Question</td>
<td colspan="2">What do we need to remember when the reporting clause comes first?
What do we need to remember when the reporting clause cones at the end?</td>
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<tr>
<td colspan="2">Plenary / Next Steps</td>
<td colspan="2">Next you will be completing a ‘HOT Write’ Explain that all their learning over the last week will enable them to write a great news report about the robbery at the City Bank. They will be able to refer to all the elements they have practised but as with last we will not be allowed to help them during the writing time.</td>
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<table>
<tr><th>LEARNING OBJECTIVE</th><th>SUCCESS CRITERIA
(What will you be assessing through the lesson?)</th><th colspan="2">LEARNING SEQUENCE
(INCLUDE ADULT SUPPORT)</th></tr>
<tr><td rowspan="13">Day 4:
Children will complete their Hot Write of a News Report</td><td rowspan="13">Children will be assessed on the same criteria as in the Cold Write last week.
Name of Paper
Headline
Byline
columns
Orientation 5 w’s
Main body
Paragraphs
Past tense
3rd Person
Reported and direct speech
Picture
Quotes
Reorientation
Bonus - Children will include varied sentence openers and sentence structures in the body of their report.</td><td>Think Back Task- (Recap) - You do</td><td>Today is ‘Hot Write’ time. Explain to the children they need to do their best. Think about the features they need to include of a News Report and what each section needs to include. Remind them they can refer back to anything they have written or worked on over the last week to help them impress us. Be accurate and check your work as you write. Think carefully about layout and paragraphs.</td></tr>
<tr><td>Introduction - I do</td><td></td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td></td></tr>
<tr><td>Guided Practice - We do- You do</td><td></td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">Core Task</td></tr>
<tr><td colspan="2">All children will complete a ‘Hot write’ independently using any work previously practised to help themselves. Children will be encouraged to read sections of their work as they go along and to edit their work at the end.

Some children may do their work in a quiet area with adult support to ensure they do not get upset or give up. The adult will not be able to help them with punctuation or ideas.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Plenary / Next Steps</td><td>Congratulate children on working so hard and trying to use everything they have learned over last couple of weeks.</td></tr>
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Maths

UNIT FOCUS:				
By the end of the week I want the children to have learnt these key mathematical skills:				
Key Vocabulary:				
Key Models and Resources needed:				
	Day 1	**Day 2**	**Day 3**	**Day 4**
Learning Objective	To use column methods to calculate with large whole numbers	To solve addition and subtraction problems	To read and interpret information presented in a line graph	
Lesson Overview	Pupils explore subtraction calculations where multiple regroupings are required. Pupils correct deliberate errors and provide advice. Pupils then explore addition and subtraction calculations with missing digits.	Pupils will solve a range of addition and subtraction problems based on the context of data collected from a pedometer. This lesson is an opportunity for pupils to apply a range of different strategies to solve problems. Continue to encourage pupils to consider which strategy will be the most efficient	Pupils interpret the shape of the data line in a range of graphs and tell the 'story' of the graph. A line graph is a way to visually present data. This lesson focuses on describing how the line changes and considering the many real-life situations the line could represent.	
Key Vocabulary	Estimate, strategy, inverse, efficient, difference	Estimate, strategy, bar chart, inverse, efficient, difference	Graph, data, information, increase, decrease, x-axis, y-	

				axis, axes, present, change, time	
Hinge Point Question		Spot the mistake A pupil calculates \(62,431-27,856\) and gets \(45,425\). What is the most likely mistake? A. They added instead of subtracting. B. They did not regroup correctly. C. They subtracted the smaller digit from the larger digit in each column without exchanging. D. They forgot to include the thousands.	Estimating to check A pupil adds 18,745 and 23,892 and gets 32,637. What should they conclude from an estimate? A. The answer is reasonable because it is about 30,000. B. The answer is too small because the total should be about 40,000. C. The answer is too large because the total should be about 50,000. D. An estimate cannot help check addition.	Reading values How many steps had the pupil recorded by 12 pm? A. 3,000 B. 6,000 C. 7,000 D. 9,000	
Adaptations to Independent Activity- You do- We do					
	Core Task	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** (INCLUDE NAMED CHILDREN)	**SUPPORT**	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*
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Science	Computing	PSHE
LI: **Investigate mechanisms - gears** **Assessment focus:** **Understand how gears work and their purpose** **Create a set of interacting gears** **Analyse patterns in the workings of gears** **Recap:** Think cross circularly about what we already know from making our own gears in DT **Introduction:** What is a gear and when might it be used and what is the purpose of them. **Activity:** Children will draw and label a picture of a gear in their books, identifying its key features, including the teeth and direction of rotation. They will then explain how gears work together and how the number of teeth on a gear affects the speed of rotation and the force needed to turn it. Using the gears they created during DT, children will investigate how different-sized gears interact. They will observe and compare how quickly the gears rotate, the direction in which they move and how the number of teeth affects their movement. Children will record their observations and findings in their books, using labelled diagrams and written explanations to demonstrate their understanding of gears, speed and force.	**LI: To be able to refine, test and share completed quizzes.** **Assessment focus:** **I can test, debug and edit my quiz to improve its quality.** **I can use the settings area to finalise my quiz.** **I can share my quiz and evaluate its effectiveness.** **I can provide constructive feedback to my peers based on quizzes I have reviewed.** **Recap:** We will begin by revisiting key vocabulary and their definitions to refresh the children's understanding and ensure they feel confident using the terminology in their work. **Introduction:** We will explore how to improve and enhance a quiz, thinking carefully about what makes a quiz engaging, effective and easy to use. The children will consider key questions, such as how to make their questions clear and how to ensure their quiz works as intended. **Activity:** The children will work in small groups to test one another's quizzes. They will have the opportunity to play their peers' quizzes, identify any mistakes or problems, and offer helpful feedback. Working collaboratively, they will debug any errors they discover and make improvements to ensure their quizzes work correctly.	**LI: Our Learning Charter** **Assessment focus:** **I understand how an individual's behaviour can impact on a group** **I can contribute to the group and understand how we can function as a whole** **Introduction:** The children will work in small groups, ideally with classmates they do not usually work with, to complete a teamwork challenge. Each group will be given rolled-up newspaper and sticky tape and challenged to build the tallest tower they can within five minutes. They will be encouraged to organise themselves and decide how to approach the task independently, without initial guidance, allowing them to develop their communication, collaboration, problem-solving and leadership skills. **Activity:** The children will repeat the Newspaper Tower Challenge, this time with clearly defined roles to support effective teamwork. Each group will have Materials Managers responsible for making the newspaper tubes, Designers responsible for designing and building the tower, a Timekeeper to monitor the time, and, where appropriate, Task Managers to encourage the team and support collaboration. After completing the challenge, the children will reflect on whether having defined roles made it easier to cooperate, whether everyone was able to follow their role and whether any disagreements arose. They will discuss common challenges in group work, such as having too many ideas or experiencing conflict, and work together to suggest ways of solving these difficulties. The children will also consider how a

		shared Learning Charter can help groups communicate respectfully, manage disagreements and work more effectively together, while ensuring that individual contributions are discussed positively and respectfully.
History / Geography	**Art / DT**	**Religious Education**
LI: To compare different versions of Viking sagas. **Assessment focus:** **I can identify similarities and differences between sagas.** **I can suggest why there are different versions of the same event.** **I can create a saga to show my interpretation of the event.** **Recap:** Based on what you learnt about Viking trade, think of a question to ask your classmates. You must also write down the answer! **Introduction:** Set up five mystery boxes on tables around the classroom. Each box should contain one Viking-related object and have a piece of sugar paper and marker pens next to it. Arrange the children into pairs and ask them to move around the classroom, exploring each box by feeling the objects or looking at the images. As they explore each box, ask the children to identify the object and suggest how it is connected to the Vikings. They should write their suggestions on the sugar paper next to each box. Choose a few children to share their suggestions for each object **Activity:** Explain that Viking sagas started as oral traditions which include the passing of stories by word of mouth. They were written down later.	**LI: To conduct market research to discover useful tasks an eco-gadget bike could perform.** **Assessment focus:** **I can write a problem statement.** **I can write questions for market research.** **I can provide feedback for market research.** **I can research market competitors.** **Recap:** 'A single pulley reduces the effort needed to lift an object.' Agree or disagree **Introduction**: Look at eco bikes and discuss the benefits of an eco bike and how the gears and pulleys work within the bike. **Activity:** Market research The children will work in groups to carry out market research for their own eco-gadget bike ideas. They will develop questions about potential uses, barriers and constraints, preferences, costs, materials and sustainability, thinking about specific examples and scenarios. They will then share and discuss their questions and ideas as a class, considering how the bike could be used, what safety concerns or practical barriers might arise, how much time people would be willing to spend using it, and what features and accessories they would prefer. The children will also explore suitable materials and consider the importance of durability, aesthetics and sustainability, as well as discuss the price they would be willing to pay. Using the findings from their market research, each group will select one eco-gadget bike idea to develop further and create a problem statement that defines the problem their bike will solve, identifies the target audience, outlines the desired outcome and considers any relevant constraints.	**LI: To explore why people stand up for their beliefs using a variety of modern-day scenarios.** **Assessment focus:** **I can give examples of people who have stood up for what they believe in.** **I can explain why someone might stand up for what they believe in.** **I can recognise how someone standing up for their beliefs positively affects others.** **Recap:** Anagrams Can you unscramble the key vocabulary from the lessons in the unit? 1. ecjudripe 2. etypreseto 3. icatmnisdionir **Introduction:** The children will work in groups of four or five to explore different statements and identify the issues they represent. They will sort the statements under the appropriate headings, discussing any unfamiliar terms and working together to understand their meanings. Through group discussion, they will make connections between the different issues, recognising that some may overlap; for example, stereotypes can sometimes be linked to prejudice because they involve unfair assumptions about people. This activity will encourage the children to share their ideas, develop their understanding of key concepts and consider how different issues can be connected.

Explain that archaeological discoveries have shown that there were Viking settlements in Newfoundland in Canada and the sagas provide realistic descriptions of the landscape and climate there. Pupils to then plan their own saga.		**Activity:** The children will explore the idea of advocacy and learn how people can stand up for their beliefs and make a positive difference in the world. They will learn about Malala Yousafzai and her campaign for girls' right to education, considering what she stood up for, why she felt it was necessary, how she advocated for change and the impact her actions have had on others. The children will also explore how issues such as prejudice, stereotypes, discrimination, tolerance, inclusion and bias can be seen within her story, as well as considering how her religious beliefs may have influenced her actions and values. They will then work in small groups to research an inspirational person, finding out what they advocate for, what inspires them and how they have positively affected the lives of others by standing up for their beliefs. Each group will plan and present their findings to the class using a creative format such as a visual timeline, display or mock interview.
PE Reminder: Earrings and other jewellery are not to be worn in school	PE Reminder: Earrings and other jewellery are not to be worn in school	Music
LI: Play leader training (Rome Class) **To build confidence in leading games and encouraging participation from others. Athens Class)** **Skills being focused on: Teamwork** **Warm Up: Stuck in the mud** **Skill Development:** Throwing and catching Pupils develop leadership skills by learning how to explain activities, demonstrate skills, organise groups, encourage others and give positive feedback. They will have opportunities to lead short games or activities for their peers.	**LI: To develop attacking strategies to create scoring opportunities.** **Skills being focused on:** Developing passing, receiving, movement into space, communication, decision-making and teamwork within invasion games. Pupils will also develop leadership, organisation and communication skills through play leader roles. **Warm-up activity:** A quick movement and ball-based warm-up focusing on changes of direction, finding space, passing and reacting to signals. Include simple partner and small-group challenges. **Skill development – Invasion Games:** Pupils practise passing, receiving and moving into space through progressive small-sided games. Emphasis is	**Learning clarinet with the music teachers.**

	placed on making quick decisions, supporting teammates and applying skills under pressure.	